

DANCE TARGETS

for Third Grade (DA 1430)



Practice Develops Confidence

This space is for the dancer's imagination



Dancer _____ Teacher _____

Third Grade Dance Targets



= Work in Progress








= Competency Achieved

| MOVING Students will demonstrate knowledge of the body and movement performing dance. | INVESTIGATING Students will demonstrate the elements of time, space, shape, and energy in performing dance. |
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| <ul style="list-style-type: none"> <input type="checkbox"/> Show a sequence of axial movements. <input type="checkbox"/> Show unusual combinations of locomotor movements. <input type="checkbox"/> Create and perform simple locomotor combinations that include directional changes (forward, backward, to the side, straight and curved pathways). <input type="checkbox"/> Create and perform with a partner, a repeatable traveling (locomotor) pattern through space with meeting, parting, passing and circling. | <ul style="list-style-type: none"> <input type="checkbox"/> Explore the timing and energy (dynamics) of movement without meters (non-metric rhythm). <input type="checkbox"/> Move to whole, half, quarter, and eighth notes. <input type="checkbox"/> Create an interesting series of shapes on different levels with (axial) movements between them (transitions). Hold the shapes for the length of whole and half notes. <input type="checkbox"/> Explore mirroring, shadowing, and flocking movements. <input type="checkbox"/> Show percussive, sustained, swing, vibratory, Collapse, explode, and suspend energy qualities. |
| CREATING Students will improvise, create, perform, and respond to movement solutions in dance. | CONNECTING Students will demonstrate connections to history, culture, and daily life through dance. |
| <ul style="list-style-type: none"> <input type="checkbox"/> Experiment with a movement sequence based on an activity without a patterned rhythm (non-metric rhythm). <input type="checkbox"/> Reorganize a memorized movement sequence of locomotor steps (walk, hop, run, and jump) that uses quarter notes and eighth notes. <input type="checkbox"/> Create a short sequence of unison movement with two partners based on mirroring, shadowing, and flocking. <input type="checkbox"/> Use dance vocabulary to talk about dancers' and classmates' movement solutions or dances. | <ul style="list-style-type: none"> <input type="checkbox"/> Watch a live performance or video of ritual and/or folk dance. Talk about the difference in these dance forms and the reasons they were created. <input type="checkbox"/> Create an original folk dance based on ideas or events within the community. <input type="checkbox"/> Create an original ritual or ceremonial dance based on planting, harvesting, or the cycles of the seasons. |

Third Grade



Teacher Edition

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| <p><u>Key: Students</u></p> <p> = Work in Progress</p> <p> = Competency Achieved</p> | <p><u>Teachers</u></p> <p>Mtns =  = Stars</p> | <p><u>Students' Final Results</u></p> <p> Mountains</p> <p> Stars</p> |
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| <p>MOVING</p> <p>Students will demonstrate knowledge of the body and movement performing dance.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show a sequence of axial movements. <input type="checkbox"/> Show unusual combinations of locomotor movements. <input type="checkbox"/> Create and perform simple locomotor combinations that include directional changes (forward, backward, to the side, straight and curved pathways). <input type="checkbox"/> Create and perform with a partner, a repeatable traveling (locomotor) pattern through space with meeting, parting, passing and circling. | <p>INVESTIGATING</p> <p>Students will demonstrate the elements of time, space, shape, and energy in performing dance.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore the timing and energy (dynamics) of movement without meters (non-metric rhythm). <input type="checkbox"/> Move to whole, half, quarter, and eighth notes. <input type="checkbox"/> Create an interesting series of shapes on different levels with (axial) movements between them (transitions). Hold the shapes for the length of whole and half notes. <input type="checkbox"/> Explore mirroring, shadowing, and flocking movements. <input type="checkbox"/> Show percussive, sustained, swing, vibratory, Collapse, explode, and suspend energy qualities. |
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Student, Parent, and Teacher

Dance Resources for Third Grade

Children have a natural instinct to move - to jump or leap for joy, roll with laughter, melt with disappointment, or contract with fear. Movement helps them master their world and determine who they are. Their intuitive responses and explorations of movement become the material of the elementary dance core curriculum. Through this curriculum, students transform everyday movement into dance by focusing on the sensory experience. They learn to value themselves and others as unique individuals with the ability to move, create, and respond to ideas, concepts, feelings, and relationships through dance. Children discover that, as unique and creative human beings, the power to find joy and personal connections resides within themselves.

Dance-related Children's Literature

The following bibliography is recommended by Marilyn Berrett and Jim Jacobs and compiled from their "Dance in Children's Literature" Research Database. It lists quality books about dance, dancing, and dancers written for children. This list includes biographies of famous dancers, informational books about different dance genres, fictional dance stories, dance poetry, and dance texts.

- Ancona, George. 1998. *Let's Dance*.
Anholt, Laurence. 1996. *Degas and the Little Dancer: A Story About Edward Degas*.
Bornstein, Ruth. 1978. *The Dancing Man*.
Bussell, Darcy. 1994. *The Young Dancer*.
Brighton, Catherine. 1989. *Nijinsky*.
Clarke, Mary. 1981. *Antoinette Sibley*.
Daly, Niki. 1992. *Papa Lucky's Shadow*.
de Paola, Tomie. 1979. *Oliver Button is a Sissy*.
Duvall, Jill D. 1992. *Meet Rory Hohenstein, A Professional Dancer*.
Fonteyn, Margot et.al. 1998. *Coppelia*.
Gray, Libba Moore. 1995. *My Mama Had a Dancing Heart*.
Hazen, Barbara Shook. 1993. *Turkey in the Straw*.
Hollinshead, Marilyn. 1992. *The Nine Days of Wonder*.
Isadora, Rachel. 1998. *Isadora Dances*, 1993 *Lili at Ballet*, 1996 *Max*.
Jones, Bill T. and Susan Kuklin. 1998. *Dance*.
Krementz, Jill. 1976. *A Very Young Dancer*.
Lee, Jeanne M. 1991. *Silent Lotus*.
Lemieux, Margo. 1996. *The Fiddle Ribbon*.
Loreda, Elizabeth. 1997. *Boogie Bones*.
Martin, Nora. 1995. *The Stone Dancers*.
Mathers, Petra. 1991. *Sophie and Lou*.
Maze, Stephanie and Catherine O'Neill Grace. 1997. *I Want to be a Dancer*.
Mott, Evelyn Clarke. 1996. *Dancing Rainbows*.
Pinkney, Andrea Davis. 1993. *Alvin Ailey*.
Roalf, Peggy. 1992. *Dancers (Looking at Paintings Series)*.
Schick, Elenor. 1992. *I Have Another Language the Language is Dance*.
Schroeder, Alan. 1992. *Ragtime Tumpie*.
Skofield, James. 1981. *Nightdances*.
Smith, Lucy. 1987. *Dance (an Usborne Guide)*.
Tatchell, Judy. 1994. *The World of Ballet*.
Tompert, Ann. 1991. *Savina: The Gypsy Dancer*.
Varriale, Jim and Eliot Feld. 1999. *Kids Dance: The Students of Ballet Tech*.
Wallace, Ian. 1984. *Chin Chiang and the Dragon's Dance*.

Visit the Fine Arts Web Page at:
<http://www.usoe.k12.ut.us/curr.fineart>

K-6 Dance Scope and Sequence Chart

Understanding and Skill development is seldom on grade level for a class or for individuals within a class. Below are the suggested target understandings and skills for each grade level. If you find that your students are not performing at the indicated level then review as many of the skills and related understanding contained in the levels above as necessary to bring them to grade level ability.

| | MOVING | INVESTIGATING | CREATING | CONNECTING |
|----------|---|--|--|--|
| K | Use personal and group space. Articulate body parts. Show simple axial movements. Show walk, run, hop, jump and skip while moving through space. | Move the body to the rhythm of words. Move to slow, medium and fast beats. Explore opposites in space and shape. Show different kinds of energy through movement. | Improvise using unique and unusual movement. Create a pattern of memorized shapes and improvised loco motor transitions. Create a pattern with a beginning and ending. | Move in unique ways using energy qualities to reflect senses, moods and feelings. Show how people communicate through movement. Create a movement pattern from an idea, a place, a book, nature or an animal. |
| 1 | Use personal and group space. Isolate and articulate body parts in and through space. Perform simple axial movements of reaching and bending. Show walk, run, leap, hop, jump, skip, gallop, and simple combinations of these steps. | Move to simple rhythmic patterns. Create symmetrical and asymmetrical shapes. Explore shapes and movements using spatial relationships. Show the energy forces of heavy and light, hard and soft. | Explore unique movement combinations from an idea learned, experienced, or felt by improvising with the dance elements. Create a pattern of shapes and locomotor movements using spatial relationships. Create a movement pattern with a clear beginning, middle, and end. Discuss movement choices. | Create a dance about an idea or event from history or another culture. Learn a dance from another culture or time and tell how they have expressed themselves through dance. Create a movement sentence based on an idea from a book, a poem, science or an idea in math. |
| 2 | Explore bending, twisting, reaching, turning, and tilting in place. Isolate body parts while performing locomotor movements through space. Show combinations of locomotor steps. Explore a locomotor pattern of spatial relationships with a partner. | Move, accenting the first beat of every measure in 2/4, 3/4, and 4/4 meters. Explore 2/4, 3/4, and 4/4 meters using isolations, facings, levels, and qualities. Create a map of spatial pathways and shapes. Show percussive, sustained, swing, and vibratory movements. | Create and memorize a sequence of movement with a partner. Compose a unique movement sequence based on ideas from the dance elements, ideas, places or things. Make choices about where in the space and when the movement will be performed. Discuss movement choices. | Perform a simple traditional folk dance and explain it's origins. Watch a live dance performance or video of a ritual, ceremonial, and/or folk dance. Answer questions about the differences. Create a simple ceremonial or ritual dance. Use an idea from another area of study to create a dance. |
| 3 | Show a sequence of axial movements. Demonstrate unusual combinations of locomotor movements. Create locomotor combinations that move in several directions. Create with a partner, a repeatable locomotor pattern through space using spatial relationships. | Explore the dynamics of breathe rhythms. Move to various notes values. Create an interesting series of shapes on different levels, held varying lengths with axial transitions between them. Explore mirroring, shadowing and flocking movements. Show collapse explode and suspended energy qualities. | Explore a sequence based on an activity with a non-metric rhythm. Reorganize a sequence of locomotor steps using quarter and eighth notes. Create a short sequence of unison movement with two partners based on mirroring, shadowing or flocking. Use dance vocabulary to talk about movement solutions. | Watch a live performance or video of ritual and/or folk dance. Discuss the differences in these dance forms and the reasons they were created. Create an original folk dance based on ideas or events within the community. Create an original ritual or ceremonial dance based on planting, harvesting or the cycles of the seasons. |
| 4 | Demonstrate locomotor and axial combinations created by the teacher. Create a locomotor pattern using four or more steps. | Clap and move on the primary and secondary accents of 4/4 and 6/8. Show positive and negative space alone and with a partner. Create off-balanced, off-centered, narrow and wide-based shapes alone, with a partner, and in a small group. Order a sequence of improvised movement to show various energy qualities. | Create simple movement phrases using simple musical forms. Create an abstract movement sequence based on pantomiming an activity. Create and teach a movement sequence to two other classmates. Reorganize the movement making choices about the spatial, timing, and qualitative aspects. Use dance vocabulary to evaluate dance. | Learn and perform folk dances linked to the history of the state. Create a group folk dance to celebrate a historic event of holiday. Attend a performance or watch a video of dancers from another ethnic community. Talk about what makes it a traditional dance. Define and discuss classical dance forms. |
| 5 | Demonstrate increased body conditioning. Show a combination of locomotor movements with accurate shaping, rhythmic, and spatial clarity. Create a 24 count sequence of locomotor steps and axial movements to include directional and body part changes. | Explore, in a group, a 16-count rhythm pattern, in and through space, changing floor pattern, and spatial relationships. Create a sequence in and through space using three body parts as focal points. Create a sequence that includes volumes and lines in space. Create a sequence demonstrating energy changes involving body parts, directions and levels. | Explore the movement potential found in an idea, visual image, object, text, sound, or activity. Abstract it to create a motif. Explore the formal properties of choreography using a simple sequence or motif. Create a composition based on the above exploration using the elements and structures of dance. Evaluate a live performance or videotape using dance elements & principles. | Attend a live concert or observe a guest artist perform ballet, modern dance, or jazz. Discuss how the dance form developed, its style, and role it plays in culture today. Research and learn a dance of the people who have immigrated here and contributed to the rich and differing American historical culture. Create a composition which reflects a current or historical event. |
| 6 | Explore various conditioning methods used in dance. Show increased body conditioning. Create and perform complex axial movement and locomotor steps with accurate rhythms, spatial directions, and body shaping. Show how the body and mind | Move in syncopation. Create an 8-count rhythm. Create unique dependent and independent shapes and movement transitions, in and through space. Create a sequence using three different body parts as focal points while changing levels, directions, and timing. Explore energy qualities using a variety | Create a movement theme and in small groups, develop it using the dance elements and the formative parts of choreography. Create sequences by recalling phrases from improvisations. Show skills in creating individual, partner, and group movement phrases. Respond to dance using the formal properties of dance. | Learn about the history and cultural origins of a social dance you have learned. Attend a live concert or observe a guest artist perform modern dance. Discuss how this American dance form developed, it's style, and role it plays in culture today. Create a dance based on a current event, theme, social or cultural viewpoint or |

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| | works. | of accompaniments. | | idea. |
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Utah State Office of Education

CORE CURRICULUM

Learning Goals in the Fine Arts

To: Parents and Teachers

Study in the arts is an essential means---not an end---to acquiring thinking skills, creativity, the ability to change, and the facility to teach oneself. In a safe, nurturing environment, the arts enable students to express their feelings, communicate thoughts, explore their creativity, solve problems, communicate ideas, develop a sense of community, and appreciate themselves as participants in history, tradition, and culture. Learning in art, dance, drama, film, and music advances and strengthens motor skills, promotes considerate behavior, ability to work well with others, self-discipline, perception, and sensitivity. Fine Arts experiences contribute to the developmental process of understanding one another and naturally motivate students in all their learning.

Goals have been developed to guide learning and instruction in each of the Fine Arts areas of study. Parents are provided with copies of these goals to familiarize themselves with their child's learning and progress. Students are encouraged to use them to evaluate their own advancement. Teachers use them as tools to lead, monitor, and document development in the artform.

The Elementary Fine Arts Core packet for each artform and grade level includes the cover, learning targets, instructional resources, scope and sequence chart, teacher overview, and a teacher edition of the targets page. The Secondary Fine Arts Curriculum for each Core course includes an overview cover, learning objectives, and a parent/student/teacher communication page.

Please visit <http://www.usoe.k12.ut.us/curr/FineArt/> for further information.